Naturalistic Intelligence and Eco-centric Affinity among Pupil Teachers: An Empirical Study with Reference to Paradigm of Institutional Eco System

Synopsis

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1.1.0 INTRODUCTION

Human life the best creation of God has got two aspects: the biological and sociological or cultural. While the former is preserved and transmitted by food and reproduction, the later is preserved and transmitted by “Education”. The Biological aspect is found in plants and animals life also. But the sociological or cultural aspect is the rare distinction of human life alone. It is only 'Man' who is capable of being educated. Through education he tries to seek new ideas and new ways of life and he promotes his intelligence and knowledge. (Ecology, 1995, pp203).

An ecosystem is a community of living organisms (plants, animals and microbes) in conjunction with the nonliving components of their environment (things like air, water and mineral soil), interacting as a system. These biotic and abiotic components are regarded as linked together through nutrient cycles and energy flows. As ecosystems are defined by the network of interactions among organisms, and between organisms and their environment, they can be of any size but usually encompass specific, limited spaces (although some scientists say that the entire planet is an ecosystem). Energy, water, nitrogen and soil minerals are other essential abiotic components of an ecosystem. The energy that flows through ecosystems is obtained primarily from the sun. It generally enters the system through photosynthesis, a process that also captures carbon from the atmosphere. By feeding on plants and on one another, animals play an important role in the movement of matter and energy through the system. They also influence the quantity of plant and microbial biomass present. By breaking down dead organic matter, decomposers release carbon back to the atmosphere and facilitate nutrient cycling by converting nutrients stored in dead biomass back to a form that can be readily used by plants and other microbes.

1.1.1 ECO SYSTEM AND ITS FACTORS

Ecosystems are controlled both by external and internal factors. External factors, also called state factors, control the overall structure of an ecosystem and the way things work within it, but are not themselves influenced by the ecosystem. The most important of these is climate. Climate

Determines the biome in which the ecosystem is embedded. Rainfall patterns and temperature seasonality determine the amount of water available to the ecosystem and the supply of energy available (by influencing photosynthesis). Parent material, the underlying geological material that

gives rise to soils, determines the nature of the soils present, and influences the supply of mineral nutrients. Topography also controls ecosystem processes by affecting things like microclimate, soil development and the movement of water through a system. This may be the difference between the ecosystem present in wetland situated in a small depression on the landscape, and one present on an adjacent steep hillside.

Unlike external factors, internal factors in ecosystems not only control ecosystem processes, but are also controlled by them. Consequently, they are often subject to feedback loops. While the resource inputs are generally controlled by external processes like climate and parent material, the availability of these resources within the ecosystem is controlled by internal factors like decomposition, root competition or shading. Other factors like disturbance, succession or the types of species present are also internal factors. Human activities are important in almost all ecosystems. Although humans exist and operate within ecosystems, their cumulative effects are large enough to influence external factors like climate.

1.1.2 INTERACTION BETWEEN MAN AND NATURE

Man is the most dominated biotic factor occupying the highest rung of the evolutionary ladder. Like other living organisms. He is also very much affected by abiotic and biotic factors of the environment. He breaths the air from the atmosphere, gets water from the hydrosphere and consumes food from the lithosphere. Man is thus closely associated with his natural environment. By his intelligence he dominated the earth and enjoys the natural resources for his own material benefits. Pre-historic man was completely dependent on natural environment and had a thorough knowledge of it. Later he gave up the nomadic life and settled down and practised agriculture. This was the turning point in the cultural evolution of man. Now he has inhabited almost all biomes of the earth, and those ecosystems he is the secondary or even teritary consumer. From the beginning to till today the global human population has been increasing only in arithmetic ratio, resulting in many environmental problems.

Early man was in absolute communion with his environment. He was part of the intricate web of life on earth. Now the condition of the human environment is rather a pathetic and precarious affair. (Elton, 1927) Environmental problems such as deforestation, environmental pollution, proliferation of

atomic weapons, storage of radioactive waste in the natural environment, misuse of land, over exploitation of natural resources have caused ecological crises. The ecological crises have caused global warming, depletion of ozone layer in the atmosphere, desertification and so on. This is because the greedy man has broken a fundamental law of nature, Instead of adapting ourselves to merge with nature; we have only succeeded in forging ecological disharmony.

The survival of the human beings mainly depends upon their harmony with nature. There is a close interaction between these two, i.e., man and the nature. His privilege to use the earth's resources can be compensated by his responsibility to cherish, to protect and to use them carefully. If man degrades the nature; nature is not going to help and the disaster is inevitable. Man exploits and uses the resources from the earth for his well being. The resource utilization pollutes the environment in many ways. Therefore the understanding of such impact of resource utilization against the environment is essential. We should protect the natural gifts like soil, water, air, forest and become the guardian of the earth. It is our prime duty of each and every one of any nation to know and become familiar about the environment and its related issues like pollution, natural resource management, need for protecting the environment and impact of resource utilization.

1.1.3 NATURALISTIC INTELLIGENCE

Naturalistic Intelligence is an ability to recognize animals and other parts of natural environment such as rocks, trees, flowers and clouds. The ability to detect and understand phenomena in the natural world constitute naturalistic intelligence. Teachers possessing this type of intelligence may have a strong affinity to the outside world or nature. They may enjoy subjects, shows and stories that deal with animals or natural phenomena. They always like to collect, classify or read about things from nature-rocks, fossils, butterflies, feathers, shell and the like. They have highly- developed skills of sensory perception. They are also interested in taking care of plants and animals. These people may like doing activities related to nature.

1.1.3.1 CHARACTERISTICS OF NATURALISTIC INTELLIGENCE

i. Interested in subjects such as botany, biology and zoology

ii. Good at categorizing and cataloguing information easily

iii. May enjoy camping, gardening, hiking and exploring the outdoors

iv. Doesn't enjoy learning unfamiliar, topics that have no connection to nature

v. Collects rocks, shells and insects and knows the differences

vii. Understands difference weather patterns

1.1.3.2 IMPORTANCE OF NATURALISTIC INTELLIGENCE

i. Have the ability to notice patterns and things from nature easily

ii. Develop aesthetic sense

iii. Have keen senses and observe and remember things from their environment and surroundings.

iv. Develop ability to make keen observations about natural changes, interconnections and patterns.

v. Can easily learn characteristics, names, categorizations and data about objects or species found in the natural world.

vi. Develop ability to notice the subtle differences in the world of nature.

vii. Develop heightened awareness and concern for the environment and for endangered species.

viii. Develop strong affinity to the plant and animal species of nature.

1.1.3.3 DIMENSIONS OF NATURALISTIC INTELLIGENCE

There are various dimensions of naturalistic intelligence as found in the previous stud. They are mentioned below.

A. ADMIRATION

Admiration refers to a favorable judgment or a feeling of delighted approval and liking or the feeling aroused by something strange and surprising. According to Joseph Addison "Admiration is a very short-lived passion that immediately decays upon growing familiar with its object, unless it be still fed with fresh discoveries, and kept alive by a new perpetual succession of miracles rising up to its view". In the present context, admiration of nature refers to appreciation of nature. Admiration of nature means to get attracted by the daily phenomenon in nature like rain, waterfalls, rainbows, meadows, flowers, and sunrise, sunset and so on.

B. OUTDOOR ACTIVITIES

Outdoor activities mean activities done in nature away from civilization. Outdoor activities are practised for the purposes of enjoying scenery and nature, relieving stress, finding peace in nature, enjoying life and finding relaxation. Outdoor sport is also frequently used as an extremely effective

medium in education and team building. In the present context, outdoor activities refer to all the activities that are done in the open. Teachers having naturalistic intelligence are interested in 15 outdoor activities like gardening, trekking, hiking, nature walk, camping, farming, canoeing, rafting, caving and climbing.

C. BIOPHILIA

The term "Biophilia" literally means love of living systems. In the present context, "Biophilia" refers to the positive emotional response of an individual towards plants and animals i.e., showing affinity and taking care of plant and animal species.

D. SCIENTIFIC HOBBIES

Scientific hobbies refer to certain hobbies with regard to science and its inventions and discoveries. Scientific hobbies can provide the knowledge of technical side of science and also helps in correlating the science with everyday life and environment. Scientific hobbies include visiting science museum, keeping aquarium, collecting sea shells, feather collection, specimen collection, and photographs collection related to nature.

The environmental degradation has become the subject of global concern and it possess a challenge to the present and the future generation of mankind. As such the environmental protection should be a priority and high social visibility item for the very existence of life and for the protection of right to life. One must not forget that it is the responsibility of present generation which has the opportunity to tackle environmental problems because the next generation will not be there if the present situation is allowed to continue. The environmental challenges provide a much more formidable and permanent target because a healthy environment is a necessary prerequisite of Right to life. The environmental agenda is no longer one of ethical or social sentiment; it has now become question of human survival. Thus the researcher tempted to investigate this significant problem.

The people are the part of environment and the environment is the part of the people, and thus, the human beings must restore, sustain and expand the universal ecosystem before it vanishes. Therefore, the aim is to protect the ecosystem and to secure living environment for all living beings. But in view of continued degradation of earth’s environmental wealth, Environment for sustainable development would appear to be the only means by which an acceptable quality of life could be secured for both

present and future generations. They have brought immense convenience in the living, such as better standards of living, but they also brought new dangers, largely through the chemical wastes. Growth of population, increased urbanization, poverty, exploitation of resources, unprecedented expansion of science and technology are some basic causes, responsible for environmental disorders, posing significant problem for living beings. Thus, in the current scenario, it is important to know the effect of institutional eco system on naturalistic intelligence and eco-centric affinity among pupil teachers which may provide opportunities to develop strategies for revamping the eco-system of teacher education institutions. In the light of above head, investigator encourage to the study the naturalistic intelligence and eco-centric affinity among pupil teachers: an empirical study with reference to paradigm of institutional eco system.

1.2.0 EMERGENCE AND JUSTIFICATION OF THE STUDY

A peaceful and pollution free environment is necessary for every college, which plays an important role in success of every student in increasing the concentration and get succeed. It is the need of an eco system to have good interaction with green plants, organisms and animals in a healthy environment.

Hartika et al. (2019) conducted a study on relationship between Naturalist Intelligence and Environmental Attitude and found the relationship between naturalist intelligence and environmental attitude were categorized as moderate (R= 0.580) with a significant relationship. The contribution of naturalist intelligence to environmental attitude was small. Thus, naturalist intelligence and environmental attitude mostly determined by other factors. Naturalist intelligence and environmental attitude should be mutually supportive because someone who has an environmental attitude will take environmental preservation actions.

Slavoljub (2014) studied the environmental responsibility among students through developing their environmental values and found positive linear dependence between environmental values and environmental responsibility. On the basis of students' environmental values, 48% of their environmental responsibility can be predicted, it is possible to conclude that students who believe that efficient functioning of society and the survival of life on the Earth is unimaginable without environmental protection, display desirable attitudes towards environmental responsibility.

Mathivanan, K and Dr.G. Pazhanivelu (2013) studied the Environmental Ethics and Participation in Environmental Activities among Higher Secondary Students and found that (i) The higher secondary students have high environmental ethics. (ii) The male and female higher secondary students do not differ significantly with respect to their environmental ethics. (iii) The urban and rural higher secondary school students do not differ significantly in their environmental ethics. (iv) There is significant difference among the higher secondary students belonging to different type of school management with respect to their environmental ethics.

Bilques Shair and Rukhsana Akhtar (2012) examined levels of environmental awareness and implementation of environmental knowledge amongst cross section of students in Jammu and Kashmir. The study is designed to compare the extent of awareness amongst adolescent and higher education students. It was found that overall awareness and implementation of environmental knowledge in adolescents is far below the expectations. Students with higher education were found to have largely satisfactory knowledge and skills for solving environment problems.

Sharad Sinha and Seema Taneja (2012) studied the environmental sensitivity of primary school students in relation to their gender and locus of control. The sample comprised 400 primary school students of Rohtak. 200 students were with external locus of control (123 boys and 77 girls) and 200 students with internal locus of control (119 boys and 81 girls).The tools employed were environmental sensitivity scale(developed by authors) and locus of control by Dr. Roma Pal (1982).Mean, S.D., and ANOVA were used to analyse the data. He found that Environmental sensitivity is a significant objective of environment education to create an emotional empathy and bonding with environment so as to enhance environmental responsible behavior.

Kalplata Pendey (2007) conducted a study on 'Inculcation of environmental value among teachers'. The objectives of the study were to compare the environmental values among pre-service B.Ed, student teachers and in-service teachers teaching in schools as well as among primary school teachers teaching in schools and among primary and secondary school teachers teaching in schools. The major findings were B.Ed student teachers had more environment value in comparison to the primary school teachers teaching in aided schools and the secondary school teachers teaching in government schools.

Government primary school teachers had more environmental value than the government secondary school teachers.

Avinash Pandey and Buddhi Sagar (2007) conducted a study on 'Development of environmental values among secondary school students'. The objectives of this study were to compare the environmental values of boys and girls. The major findings were 'there was no significant difference in the environmental value of girls and boys. It seems to reflect lack of attention being paid to development of environmental value among school children.

Mathews and Diley (2006) conducted a study on 'environmental awareness and environmental attitude and intentional ecological behaviour among adolescents' and found that there was a high degree of relationship between environmental attitude and intentional ecological behavior. Sandhya Gihar (2006) conducted a study on environmental responsibility among students in relation to sex (male / female), locality (rural / urban) and subject stream (science / arts / commerce). The major finding of this study revealed that the male students and the science students were having higher environmental responsible behavior than their counterparts.

Nayak, ArjunaCharan (2006) studied on “Ethico Environmentalism” concluded that man‟s relation with nature is economic entailing privilege and not obligations. But the privilege of processing the earth should be followed by the responsibility towards its preservation not only to the immediate posterity but to the unknown future. But in order to have a proper understanding of the ecology man should have love, respect and admiration towards environment.

Whitehead and Susan (2002) conducted a study on the effect of the nature's class room environmental education programme on middle school student's performance and found that the environmental education programme, nature's class room positively affects a student disposition to learn. In particular, a student's sense of control is strongly impacted by the program.

Pupil teachers are like seeds in the teacher training program and after various training programmes, they made trained teachers, on which the responsibility of showing a positive direction to the future generation of the country. All-round development of the pupil teachers is done under the teacher training program. From the previous research studies, it is known that the institutional eco-system directly and indirectly affects the personality of the students, All the mental activities of the student

take place in the institutional eco system, so the institutional eco system is also an important component for the teacher training program. Institutional eco system influences the cognitive, affective and psychomotor activities of the students. The institutional eco system leaves immemorial impact on the future of the students, which serves to show the direction of their future life.

It is clearly seen from the above world of related literature that mostly research carried with associated variables such as environmental attitude, awareness, eco-friendly behavior, environmental education and factors influencing eco-centric behavior and emotional affinity towards nature, only few studies focused naturalistic intelligence and eco-centric attitude of teachers. In the present study, the investigator will carry the research on naturalistic intelligence and eco-centric affinity among pupil teacher: an empirical study with reference to paradigm of institutional eco system, but no such study was found during intensive review of related literature which aimed to comprehensively study the naturalistic intelligence and eco-centric affinity among pupil teachers in the light of paradigm of institutional eco system. The investigator framed some research question which will be based on present investigator and shows the importance of research work in present context, given as under

1. What is the status of eco system of the teacher education institutions and how to maintain its quality?.
2. Does the eco system influence the naturalistic intelligence of the pupil teachers?
3. Does the eco system influence the eco-centric perception of pupil teachers towards the nature?
4. Does Gender play its role in between naturalistic intelligence and eco-centric affinity of pupil teachers?
5. Does eco-system of teacher education institutions influence and predict the naturalistic intelligence of pupil teachers?
6. Does eco-system of teacher education institutions influence and predict the eco-centric affinity of pupil teachers?

1.3.0 TITLE OF THE PROBLEM:

Naturalistic Intelligence and Eco centric Affinity among Pupil Teachers: An Empirical Study with Reference to Paradigm of Institutional Eco System

1.4.0 DEFINITION OF THE TERMS USED IN THE TITLE

1.4.1 NATURALISTIC INTELLIGENCE

Naturalistic Intelligence (Theoretical Definition): Naturalistic intelligence is one of the multiple intelligences posited by researcher Howard Gardner in his Theory of Multiple Intelligences. According to **Gardner (1996)**, Naturalistic intelligence is that intelligence relating to the natural world and the ability to distinguish among different types of flora and fauna. Naturalist intelligence deals with sensing patterns and making connections to elements in nature. Using the same intelligence, people possessing enhanced levels of this intelligence may also be very much interested in aspects related to environment and earth.

Naturalistic Intelligence (Operational Definition): In the present study, Naturalistic intelligence of pupil teachers were assessed through awareness scale consisted with various statements reflection ability to recognize flora and fauna, to make other consequential distinctions in the natural world and use their ability productively in solving problems related to environment.

1.4.2 ECOCENTRIC AFFINITY:

Eco-centric Affinity (Theoretical Definition): According to Booth, D.E. **(1992)** Eco-centrism focuses on the biotic community as a whole and strives to maintain ecosystem composition and ecological processes. Eco-centric means “innate motives which focused on the environment.” and affinity refers to "an affection", thus Eco-centric affinity represent the affection with environment or eco-system. In the context of environmental ethics, an eco-centric view is one that holds that Earth’s ecology and ecosystems (including its atmosphere, water, land, and all life forms) have intrinsic value-meaning they should be protected and valued even if they can’t be used by humans as resources.

Eco-centric Affinity (Operational Definition): In the present study, Eco-centric affinity described as the love or affection toward nature, feeling connected with nature, feeling safety in nature, and having positive attitude towards nature.

1.4.3 PARADIGM OF ECO SYSTEM:

Paradigm of Eco System (Theoretical Definition): Paradigm refers to "a set of all the different forms" and "multidimensional coverage of any phenomena" and An ecosystem is a

functional unit or complex of relations in which living organisms (plants, animals, fungi, and microorganisms) interact with one another and with their physical environment, forming a dynamic yet broadly stable system. It may be of any size. The paradigm emphasizes the structure and functioning of the unit as a whole and highlights the fundamental interdependence of the components within it. Each species fulfills a specific function within an ecosystem and depends on its interactions with the other components for its survival.

Paradigm of Eco System (Operational Definition): In the present study, Paradigm of eco system reflects the comprehensive integration within the eco system that protect the ecosystem as a whole by ensuring that none of its components are overexploited or depleted beyond renewable levels.

1.4.3 PARADIGM OF INSTITUTIONAL ECO SYSTEM:

In the present investigation, the paradigm emphasizes the structure and functioning of the unit as a whole. An ecosystem is a functional unit or complex of relations in which living organisms (plants, animals, fungi, and microorganisms) interact with one another.

Thus, paradigm of institutional eco system refers to comprehensive and introspective study of availability of eco system, mechanism of eco system and maintenance of eco system, recycling process of resources, cleanness, hygiene and varieties of plants etc and to be categorized the institutions into three categories i.e. naturalistic, semi-naturalistic and unnaturalistic eco-system.

1.4.4 PUPIL TEACHER:

In the present study, the term 'Pupil-teacher' refers to the students enrolled for B.Ed programme in teacher education institutions (Govt. and self financed) affiliated to Dr. Bhim Rao Ambedkar, University, Agra

1.5.0 OBJECTIVES OF THE STUDY:

1. To investigate the eco system of teacher educational institutions and categorize into naturalistic, semi-naturalistic and unnaturalistic paradigm of institutional eco system.
2. To identify the naturalistic intelligence and its difference levels existing among pupil teachers with reference to their gender.
3. To determine the ecocentric affinity and its difference levels existing among pupil teachers with reference to their gender.

4. To study the naturalistic intelligence of pupil teachers with reference to paradigm of their institutional eco system.
5. To study the ecocentric affinity of pupil teachers with reference to paradigm of their institutional eco system.
6. To predict the linear relationship of the naturalistic intelligence and ecocentric affinity of pupil teachers with paradigm of their institutional eco system.

1.6.0 HYPOTHESISES OF THE STUDY:

1. There exists no significant difference between male and female pupil teachers with reference to their naturalistic intelligence.
2. There exists no significant difference between male and female pupil teachers with reference to their ecocentric affinity.
3. There exists no significant difference in naturalistic intelligence of pupil teachers with reference to paradigm of their institutional eco system.
4. There exists no significant difference in ecocentric affinity of pupil teachers with reference to paradigm of their institutional eco system.
5. There exists no significant linear relationship of the naturalistic intelligence and ecocentric affinity of pupil teachers with paradigm of their institutional eco system.

1.7.0 RESEARCH DESIGN:

1.7.1 METHOD: Keeping the nature of the problem in mind, the researcher will follow the Descriptive Survey Method.

1.7.2 VARIABLES OF THE STUDY

1. Independent Variable:

- Eco-system of teacher educational institutions

2. Dependent Variable:

- Naturalistic intelligence
- Ecocentric affinity

3. Moderate Variable:

- Gender

1.7.3 SAMPLE UNITS:

The teacher education institutions affiliated to Dr. Bhim Rao Ambedkar, University, Agra and enrolled pupil teachers (B.Ed) will be considered as population of institutions and pupil teachers respectively. Further, There will be selected 30 teacher education institutions affiliated to Dr. Bhim Rao Ambedkar, University, Agra through simple random sampling method and further, 600 pupil teachers (300 male and 300 female) will be selected through stratified random sampling method from these educational institutions.

1.7.4 RESEARCH TOOLS:

There are no suitable standardized instruments related to variables and purpose of the present investigation thus, the tools related to independent and dependent variables will be constructed self by the investigator in the following manner:

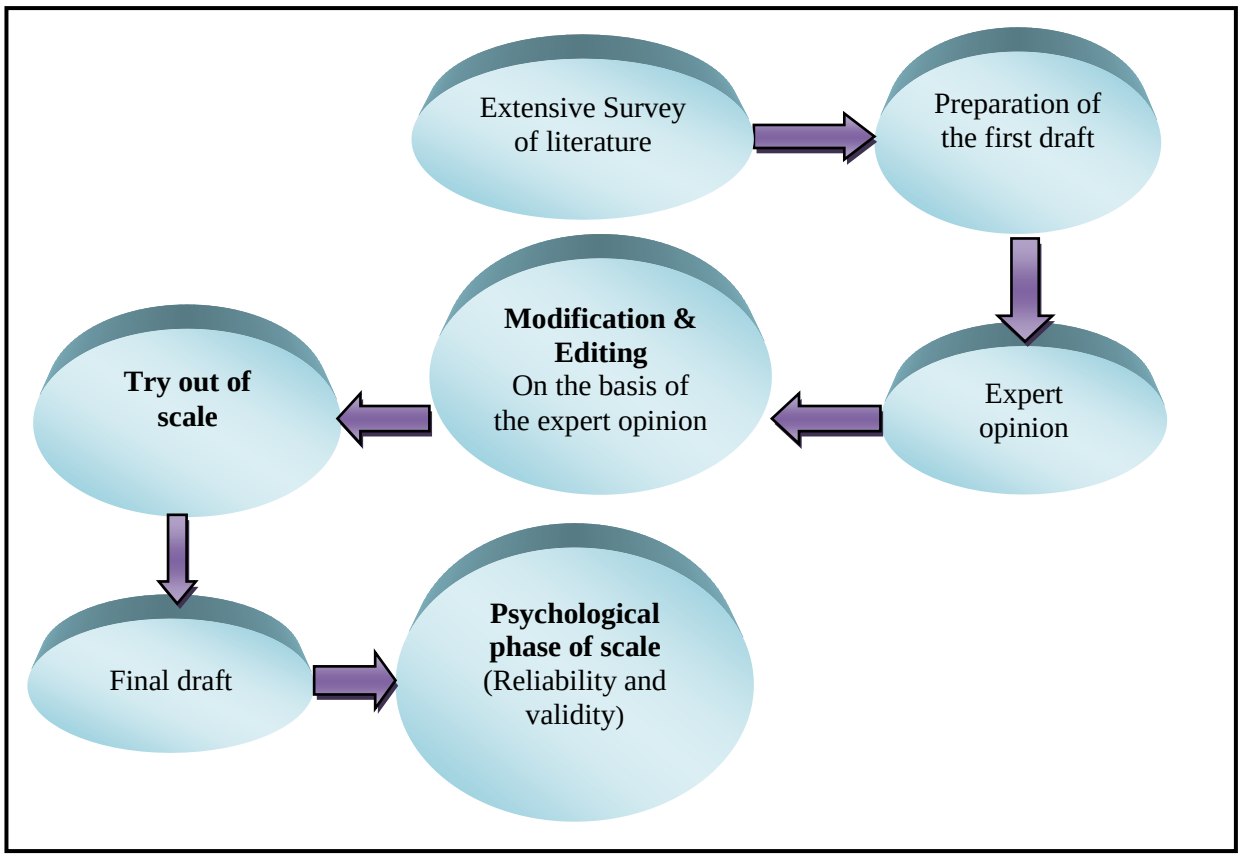
Extensive Survey of literature
Preparation of the first draft
Expert opinion
Modification & Editing On the basis of the expert opinion
Try out of scale
Final draft
Psychological phase of scale (Reliability and validity)

Figure: Research Tool construction

In the present study, the investigator will construct the following scales for obtaining the aim and objectives of the study. A brief profile of the tests given in the manner-

Table : list of tools and their brief description

S.N	Name of tools	Constructed by	Nature
1	**Naturalistic Intelligence Scale (NIS)**	Researcher	A questionnaire will be constructed to assess the ability to understand the natural environment, ability to create other consequential distinctions in the nature of nature; the ability to understand and enjoy with nature. The items will be constructed under the various dimensions such as admiration towards nature, understanding the environmental problems, outdoor activities, scientific hobbies, and environmental concern.
2	**Ecocentric Affinity scale (EAI)**	Researcher	The term "Ecocentric" refers to nature centered feeling or motives of individual. Further, it described as intrinsic values or values independent of human interests and that the integrity of ecosystems needs to be recognized as foundational for environmental sustainability. A questionnaire will be consisted the items which expressed and ensured the comprehensive coverage of the most relevant domains under ecocentric affinity among pupil teachers, described as the love or affection toward nature, feeling connected with nature, feeling safety in nature, and having positive attitude towards nature. few items are following for example- e.g. "*It makes me sad to see forests cleared for agriculture"* *"Nature conservation is important to preserve wild areas for plants and animals"*
3	**Paradigm of Institutional Eco- System (PIES)**	Researcher	The paradigm emphasizes the structure and functioning of the unit as a whole. An ecosystem is a functional unit or complex of relations in which living organisms plants, animals, fungi, and microorganisms) interact with one another. Thus a questionnaire will be constructed to assess the availability, mechanism and maintenance of eco system, recycling process of resources, cleanness, hygiene and varieties of plants etc within the institutions.

1.8.0 STATISTICAL TECHNIQUES: Both Descriptive and inferential statistical techniques will be applied as per nature of data.

1.9.0 DELIMITATIONS OF THE STUDY:

The study will be delimited in the following manner;

- The present study will be delimited with number of observed variables such as Eco-system of teacher educational institutions treated as independent variables, Naturalistic intelligence and

Ecocentric affinity treated as dependent variables whereas gender and institutional management will be treated as moderate variables.

- The present study will be delimited with educational institutions: only teacher education institutions affiliated to Dr Bhim Rao Ambedkar University, Agra will be treated as population of institutions
- The present study will be delimited with the number of the responders (sample units). Only 600 pupil teachers (300 male and 300 female) will be taken as sample units.
- The present study will be delimited with its scope. The results can be generalized on pupil teachers.
- The present study will be delimited with nature of the study. The present study is descriptive and exploratory.

1.10.0 SIGNIFICANT OF THE STUDY:

The earliest international declarations on environment protection, like the Stockholm Declaration of 1972, the Rio Declaration of 1992, Johannesburg Declaration of 2002, etc were essentially anthropocentric. Take, for example, the definition of sustainable development as given by the Brundtland Commission Report Of 1987. It was defined as the fulfillment of the needs of the present generation without compromising the ability of future generations to fulfil their needs. This definition gives prime importance to the fulfillment of the needs of human civilization for achieving sustainable development. The rights of other species find no place in this definition.

Every school of thought, be it sciences or social sciences, evolves and enriches itself with time. The shift from anthropocentric (man centred) to eco-centric approach (nature centred) is an important milestone in the evolution of environmental protection and sustainable development. The eco-centric approach aligns with the laws of nature and hence is bound to thrive over the anthropocentric approach.

It is the responsibility of mankind to protect and preserve nature, especially in times of increasing environmental depletion. Therefore, instead of treating oneself as superior and selfishly exploiting natural resources, we should put in our efforts to serve the environment. Thus, educational

institutions are those places where we educate and transform the message regarding eco-centric view of nature in the society.

The survival of the human beings mainly depends upon their harmony with nature. There is a close interaction between these two, i.e., man and the nature. His privilege to use the earth's resources can be compensated by his responsibility to cherish, to protect and to use them carefully. Pupil teachers are like seeds in the teacher training program, on which the responsibility of showing a positive direction to the future generation of the country. All-round development of the pupil teachers is done under the teacher training program. From the previous research studies, it is known that the institutional eco-system directly and indirectly affects the personality of the students, All the mental activities of the student take place in the institutional eco system, so the institutional eco system is also an important component for the teacher training program. Institutional eco system influences the cognitive, affective and psychomotor activities of the students. The institutional eco system leaves immemorial impact on the future of the students, which serves to show the direction of their future life. In the present research study, natural intelligence and eco centric affinity of pupil teachers have been studied by including institutional eco system. Thus, in the current scenario, it is important to know the effect of institutional eco system on naturalistic intelligence and eco-centric affinity among pupil teachers which may provide opportunities to develop strategies for revamping the eco-system of teacher education institutions. In the light of above head, investigator encourage to the study the naturalistic intelligence and eco-centric affinity among pupil teachers: an empirical study with reference to paradigm of institutional eco system.

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